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ABSTRACT

Providing a list of resources for beginning the conversation about literature-based instruction, this booklet presents selected annotations of 36 journals. These resources include journals that review children's books and publish articles about literature-based instruction, journals and reference books that provide lists and reviews of children's books, and books about children's literature and literature-based instruction. The books in the annotated bibliography were published between 1990 and 1995. A list of six addresses of organizations concludes the booklet. (RS)

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WHERE TO LOOK: SUPPORT FOR IMPLEMENTING LITERATURE-BASED INSTRUCTION

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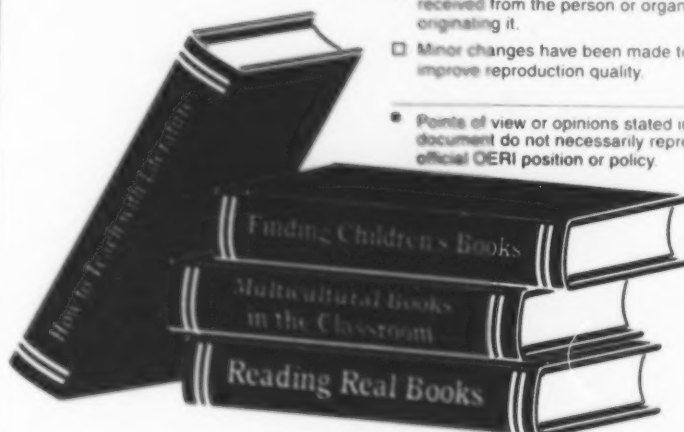
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National Reading Research Center

Spring 1995

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NRRC

National Reading Research Center

**Where to Look:
Support for Implementing
Literature-Based Instruction**

Lee Galda
University of Georgia

INSTRUCTIONAL RESOURCE NO. 8
Spring 1995

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About the National Reading Research Center

The National Reading Research Center (NRRC) is funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on reading and reading instruction. The NRRC is operated by a consortium of the University of Georgia and the University of Maryland College Park in collaboration with researchers at several institutions nationwide.

The NRRC's mission is to discover and document those conditions in homes, schools, and communities that encourage children to become skilled, enthusiastic, lifelong readers. NRRC researchers are committed to advancing the development of instructional programs sensitive to the cognitive, sociocultural, and motivational factors that affect children's success in reading. NRRC researchers from a variety of disciplines conduct studies with teachers and students from widely diverse cultural and socioeconomic backgrounds in pre-kindergarten through grade 12 classrooms. Research projects deal with the influence of family and family-school interactions on the development of literacy; the interaction of sociocultural factors and motivation to read; the impact of literature-based reading programs on reading achievement; the effects of reading strategies instruction on comprehension and critical thinking in literature, science, and history; the influence of innovative group participation structures on motivation and learning; the potential of computer technology to enhance literacy; and the development of methods and standards for alternative literacy assessments.

The NRRC is further committed to the participation of teachers as full partners in its research. A better understanding of how teachers view the development of literacy, how they use knowledge from research, and how they approach change in the classroom is crucial to

improving instruction. To further this understanding, the NRRC conducts school-based research in which teachers explore their own philosophical and pedagogical orientations and trace their professional growth.

Dissemination is an important feature of NRRC activities. Information on NRRC research appears in several formats. *Research Reports* communicate the results of original research or synthesize the findings of several lines of inquiry. They are written primarily for researchers studying various areas of reading and reading instruction. The *Perspective Series* presents a wide range of publications, from calls for research and commentary on research and practice to first-person accounts of experiences in schools. *Instructional Resources* include curriculum materials, instructional guides, and materials for professional growth, designed primarily for teachers.

For more information about the NRRC's research projects and other activities, or to have your name added to the mailing list, please contact:

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Where to Look: Support for Implementing Literature-Based Instruction

Lee Galda
University of Georgia

In an interview held in the winter of our year-long collaboration in a research project in her classroom (Galda, Shockley, Pellegrini, & Stahl, in press), Betty Shockley talked about how her own activity as a reader and writer influenced her literacy teaching and learning.

Betty: I am much more aware of my own literate needs and that has helped me most in my decision making on behalf of kids and their families Because of my personal connectedness I have become a more skillful leader of literate wisdom for my students. (1-14-93)

In this interview, we talked about the reading and writing that we do as adults, and how that influenced the way we taught children. We had been discussing the books we had recently read, many of which were children's titles. Like many people who successfully teach with children's literature, Betty reads a lot of it, as well as reading a considerable amount of both adult literature and professional materials.

Gather any group of teachers who base their instruction on children's literature and you'll soon be talking books. Questions like, "Do you have any good books for a unit

about cultures around the world?" "Are there any new books about immigrants in America?" "Can you give me some titles of easy-to-read books about friendship?" will fly as we trade titles and ideas. Literature-based teachers are always hungry for new books, and especially for new titles that reflect the culturally pluralistic world in which we live and teach. No matter how much we read ourselves, we still need help in keeping up with new books.

If the topic of children's books is exhausted, talk often turns to articles and books that present other teachers' stories of how, what, and why they teach with children's literature. Soon names like Nancie Atwell, Reggie Routman, and Betty Shockley fill the air, along with titles such as *Talking About Books*, *The Reading Teacher*, and *Language Arts*. For teachers lucky enough to live and work with colleagues who share their enthusiasm and excitement for literature-based instruction, these discussions are ways of exchanging the information and ideas that help us continue to improve our teaching. But for those not lucky enough to be part of the conversation, this exchange is more difficult.

What follows is a list of resources for beginning the conversation about literature-based instruction. These resources, usually only as far away as your local school or public library, are described below. They include journals that review children's books and publish articles about literature-based instruction, journals and reference books that provide lists and reviews of children's books, and books about children's literature and literature-based instruction. This is just a sampler of what is available, and the list grows longer each year!

Journals and Periodicals

Children's Literature/Language Arts

Booklinks, published bimonthly by the American Library Association, is devoted to teachers and librarians who use literature in the curriculum. Articles and book lists center on books related to a theme like multicultural understanding or the Middle Ages, or feature one author's work.

The Horn Book, published bimonthly, contains articles about literature and reviews of new books. Many of the articles are written by children's book authors, and there are frequently interviews with authors and illustrators, as well as a regular column that reviews books from parallel cultures. In the July/August issue, the Caldecott and Newbery acceptance speeches are published, along with brief biographies of the award winners. The Boston Globe/Horn Book Award winners' speeches are published in the January/February issue.

Language Arts, published September through May by the National Council of Teachers of English, contains articles and thematically organized reviews of children's books. The articles explore issues, report research, and describe practice in language arts instruction. The book reviews present exceptional children's books grouped around broad themes such as multicultural heritage. A list of Notable Children's Books in the Language Arts is published in the October issue. A list of outstanding nonfiction books is also published in that issue.

The Reading Teacher, published September through May by the International Reading Association, contains articles and thematically organized reviews of children's books. The articles focus on issues, research, and practice in reading and language arts instruction K-8. Interviews with children's authors, distinguished educators, and others are frequent. The book reviews are organized around broad themes such as the humanities, ecology, or friendship. The Children's Choices (co-sponsored with the Children's Book Council) list appears in the October issue, with the Teachers' Choices list appearing in November.

Other Content Areas

Teaching Children Mathematics, formerly *Arithmetic Teacher*, published by the National Council of Teachers of Mathematics, reviews books that can be linked to mathematics instruction.

Science and Children, published eight times a year by the National Science Teachers Association, regularly reviews children's books and co-sponsors an award, with the Children's Book Council, for Outstanding Science Trade Books for Children, which is published in the March issue.

Social Education, published by the National Council for the Social Studies, co-sponsors of an award with the Children's Book Council for Notable Trade Books in Social Studies and the Carter G. Woodson Award for the Outstanding Multicultural nonfiction book, publishes a list of these books in the April/May issue each year.

General Booklists and Reference Books

A to Zoo: Subject Access to Children's Picture Books contains approximately 10,000 picture books grouped by topic, author, and title under subject headings. This is generally found in the reference section of public libraries.

Adventuring with Books: A Booklist for Pre-K-Grade 6 is an annotated comprehensive list of approximately 2,000 new books selected for their merit and potential for use in the classroom. The lists are organized by age, genre, or content, and an interest age range designation appears for each book. New editions are prepared periodically by the National Council of Teachers of English.

Best Books for Children: Preschool Through the Middle Grades is a listing of 11,000 books arranged alphabetically by author under 500 subject headings.

Beyond Picture Books: A Guide to First Readers lists 1,600 easy-to-read books with corresponding reading levels and annotations.

Booklist, published biweekly by the American Library Association, reviews children's books and nonprint materials, with periodic bibliographies on specific subjects.

Horn Book Guide, published twice a year, contains ratings and reviews of all books published each year, grouped by genre, with within-genre subheadings.

Subject Guide to Children's Books in Print is a comprehensive index of all children's books in print at time of publication, which lists over 60,000 titles grouped under 6,630 subject categories.

Subject Index to Poetry for Children and Young People contains an index of poetry organized by subject with a code for title and author.

Your Reading: A Booklist for Junior High and Middle School Students is an annotated list of over 3,000 fiction and nonfiction books arranged by subject with author and title indexes, published periodically by the National Council of Teachers of English.

Special Interest Reference Books

Books in Spanish for Children and Young Adults: An Annotated Guide is a 305 page bibliography updated by Isabel Schon in 1993 and published by Scarecrow Press.

Bilingual Books in Spanish and English for Children is a 163 page bibliography by Doris Dale published in 1985 by Libraries Unlimited.

Kaleidoscope: A Multicultural Booklist for Grades K-8, by Rudine Simms Bishop, published in 1994 by the National Council of Teachers of English, contains annotations of nearly 400 books published between 1990 and 1992 that focus on people of color. The annotations are grouped by genre or theme, divided by age level, and listed in subject, author, illustrator, and title indexes.

Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers, by Lyn Miller-Lachman, contains annotations arranged geographically, with sections on African Americans, Asian Americans, Hispanic Americans and Native Americans in the United States and distinct geographic regions around the world, grouped by grade level, and arranged alphabetically by author within groupings. Published by R. R. Bowker, 1992.

Something About the Author contains biographical information, photographs, publication records, honors, awards received, and quotations from and about thousands of authors and illustrators of children's books. Published by Gale Research.

Books about Children's Literature

Children and Books (8th Edition), by Zena Sutherland and May Hill Arbuthnot, is an exploration of notable books organized by genre, with additional chapters on the history of children's books and children's literature in the curriculum. Published by Harper Collins, 1991.

Children's Literature in the Elementary School (5th Edition), by Charlotte Huck, Susan Hepler, and Janet Hickman, contains chapters about children and books, genres of children's books, and children's books in the classroom. Teaching features, guidelines for evaluation, and resources for teaching are included, as well as lists of award-winning books. Published by Harcourt Brace, 1993.

Literature and the Child (3rd Edition), by Bernice Cullinan and Lee Galda, is an introduction to children's literature organized by genre, with additional chapters on multicultural literature, response to literature, and literature in the curriculum. There are numerous booklists organized by genre, content, and age range, checklists of evaluation criteria, teaching ideas, lists of award-winning books, authors' birthdays, publishers' addresses, and a bibliography of resource books. Published by Harcourt Brace, 1994.

Books About Literature-Based Instruction

Nancie Atwell's ***In the Middle: Writing, Reading, and Learning with Adolescents*** describes the author's reading and writing workshops in her middle school classroom and provides models and aids for implementing such a workshop. Published in 1987 by Boynton/Cook, ISBN 0-86709-163-0, this was so popular that Atwell's second book, ***Side by Side: Essays on Teaching to Learn***, containing thoughtful explorations of the teaching model she described in ***In the Middle***, was published by Heinemann in 1991, ISBN 0-435-08586-7.

Gloria Blatt has edited ***Once Upon a Folktale: Capturing the Folktale Process with Children*** in which 11 educators and writers talk about exploring folklore in elementary and middle school classrooms. Published by Teachers College Press in 1993, ISBN 0-8077-3232-X.

Bernice Cullinan's edited volume, ***Children's Literature in the Reading Program*** contains essays about teaching with children's books. Published by the

International Reading Association in 1987, ISBN 0-87207-782-9, it was so popular that a second, companion volume, *Invitation to Read: More Children's Literature in the Reading Program* appeared in 1992, ISBN 0-87207-371-8.

Evelyn Freeman and Diane Person's *Using Non-fiction Trade Books in the Elementary Classroom* contains essays by several authors of nonfiction, followed by 11 chapters that address ways of linking nonfiction and curriculum. Published by the National Council of Teachers of English in 1992, ISBN 0-8141-1811-9.

Violet Harris addresses an important need in *Teaching Multicultural Literature in Grades K-8*. Nine chapters by educators explore history, issues, selection criteria, and important books that represent several cultures. Names and addresses of small and large presses that publish multicultural literature are included. Published by Christopher-Gordon in 1993, ISBN 0-926842-30-7.

Kathleen Holland, Rachael Hungerford, and Shirley Ernst have edited *Journeying: Children Responding to Literature*, a collection of essays about how children read and respond to books. Published by Heinemann in 1993, ISBN 0-435-08758-4.

June McConaghy's *Children Learning Through Literature* reports on her study of her own first-grade classroom as she taught reading and writing through children's literature. Published by Heinemann in 1990, ISBN 0-435-08515-8.

Thomas Newkirk and Pat McLure worked together to study Pat's first/second grade classroom described in *Listening In: Children Talk About Books (and other things)*. The authors show us how important it is to listen to what the children have to say about the books they read. Published by Heinemann in 1992, ISBN 0-435-08713-4.

Nancy Roser and Miriam Martinez's edited volume, *Book Talk and Beyond*, contains essays about ways of supporting children's responses to literature. Published by the International Reading Association in 1995, ISBN 0-87207-129-4.

Regie Routman has written two books that are useful for teachers who are thinking about moving to a literature-based program. *Transitions: From Literature to Literacy* and *Invitations: Changing as Teachers and Learners, K-12* (updated in 1994) are full of important, practical information and resources. Published by Heinemann in 1988, ISBN 0-435-08467-4, and 1994, ISBN 0-435-08836-X.

Kathy Short and Kathryn Pierce's *Talking About Books: Creating Literate Communities* contains 12 chapters by various authors that explore contexts and organizations that support children's talk about literature. Published by Heinemann in 1990, ISBN 0-435-08526-3.

Karen Wood and Anita Moss have edited *Exploring Literature in the Classroom: Content and Methods*, a collection of 10 essays examining various aspects of literature instruction in elementary classrooms. Published by Christopher Gordon in 1992, ISBN 0-926-842-11-0.

REFERENCE

Galda, L., Shockley, B., Pellegrini, A. D., & Stahl, S.
(in press). Sharing lives: Reading, writing, talking,
and living in a first-grade classroom. *Language
Arts*.

Useful Addresses

American Library Association
50 East Huron Street
Chicago, IL 60611

Children's Book Council
568 Broadway
New York, NY 10012

International Reading Association
800 Barksdale Road
Newark, DE 19714

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

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